

31761 118921600

Ministry of
Colleges andHon. Bette Stephenson, M.D., Minister
Harry K. Fisher, Deputy MinisterCAZON
DG 34
- S 43

JAN 26 1983

UNIVERSITY OF TORONTO LIBRARY

Published by the
Skills Development Division

Skills

Governments agree on training program

The federal and provincial governments have signed an agreement under the National Training Act.

The Honourable Lloyd Axworthy, Minister of Employment and Immigration, and the Honourable Bette Stephenson, M.D., Minister of Colleges and Universities, signed the agreement in Toronto, on Friday, August 27.

The agreement was later endorsed by the Honourable T.L. Wells, Minister of Intergovernmental Affairs, and the Honourable R.H. Ramsay, Minister of Labour.

Under the agreement, the federal and provincial governments will co-operate in the planning, implementation, and evaluation of federally supported programs conducted in Ontario.

The agreement under the National Training Act replaces an agreement between the federal and provincial government under the Adult Occupational Training Act. Ontario is the first provincial or territorial government to sign an agreement under the new Act. The National Training Act was given Royal Assent on July 7 and was proclaimed on August 2.

The agreement "will make effective use of public resources and ensure that training pays off for those who take it; it will also ensure that Canadians can be retrained to meet new occupational needs as they arise in changing times," Mr. Axworthy said.

Dr. Stephenson said that the agreement "reaffirms Ontario's belief that the

Canadian economy is dependent on the timely development of the skills and knowledge of the labour force; the agreement will ensure that Ontario will continue to be the leader in skills training in Canada."

There are three major components of the federal plan:

- the National Institutional Training Program--assisting Ontarians to participate in college programs
- the National Industrial Training Program--providing for on-the-job training. The program has two components, General Industrial Training and Critical Trades Skills Training
- the Skills Growth Fund--designed to expand and improve training facilities and equipment.

The two levels of government will co-ordinate their efforts through a Joint Committee, supported by standing and ad hoc committees and by a Human Resources Advisory Committee.

This issue of the Skills newsletter includes additional details on the agreement--an outline of some of the key provisions of the agreement under the National Training Act and an address by Kenneth E. Hunter, Assistant Deputy Minister, Skills Development Division, on the agreement.

'Now is the time to train': Premier

Following are remarks by Premier William Davis at the 23rd Premier's Conference.

The human potential of this country is our most precious natural resource. We need to develop it more fully and the current low in economic activity provides an opportunity for this development. I am, of course, talking about the need for training.

The new National Training Program provides an opportunity for us all to renew our commitment to training. We welcome the federal initiative in this area and the enhanced funding that has been promised. We accept the need to orient our training programs more effectively to the needs of the labour market, particularly the needs of our high technology growth industries.

However, we are convinced that successful implementation of this initiative is predicated on close federal/provincial and interprovincial co-operation. This must be a joint enterprise among governments, and in concert with the private sector, or it will fail.

I am gratified by the progress that has been made recently, after a somewhat shaky start, to establish this collaborative structure. The needs of the provinces were recognized in last-minute amendments to the National Training Act.

There were, of course, the usual number of difficult issues, some of principle and some of money. But, in balance, we are arriving at a workable arrangement. We were able to achieve this because we negotiated within a framework of co-operation, and I am sure that successful implementation of the agreement will depend on continuing that co-operation.

'National Training Program requires co-operation': Hunter

Following are remarks by Kenneth E. Hunter, Assistant Deputy Minister, Skills Development Division, to the faculty of Loyalist College, Belleville, on September 10.

On Christmas morning, millions of wide-eyed, tousled-headed cherubim will descend on hundreds of thousands of Christmas trees--fairly bursting with unconcealed excitement, if not greed.

They will care for nothing for the carefully wrapped packages, nothing for the matching ribbon, nothing for who gave what to whom. Their only cry--heard throughout the land--will be "What did I get?"

Curious behaviour ... though acceptable among children. Unfortunately, we adults often exhibit the same behaviour on occasions like this. We are often prone to examine a document such as the agreement under the National Training Act with one question in mind: "What did we get?" And in the process, we often miss the important messages that are not preceded by dollar signs.

Recognizing the human foible, the two ministers--the Honourable Lloyd Axworthy and the Honourable Bette Stephenson--made a point of emphasizing the spirit of the agreement at the signing ceremony in Toronto. In their wisdom, they signed an accompanying memorandum of understanding, which I would like to read to you now:

"It is clear that the development of the skills of the people in the work force and those entering the work force provides the basic resource for a sound and dynamic economy. The skills and knowledge of the nation's human resources is the ultimate determinant of the effectiveness and efficiency with which the other resources are employed.

"To assure that public resources employed for training initiatives are used to the maximum benefit, and to avoid overlapping and duplication of effort, the two levels of government seek to plan, implement and evaluate the training programs co-operatively in a partnership relationship.

"Such a relationship implies that there be free exchange of relevant information regarding the various programs and continuous close consultation directed towards improvement.

"It is the intent of the both parties to work toward the integration of training program elements into a standardized system which will provide flexibility to trainees as well as enhancing the portability of the skills they acquire."

It must be clearly understood that the two levels of government are not just tinkering with a form here or a percentage there. We are disengaging ourselves from an too-often divisive past

and entering into a new era of federal-provincial co-operation.

A renewed unity of purpose is the quintessence of this agreement.

I would like to concentrate on the broad purpose and intent of the agreement.

I had the pleasure to be of some small service to Dr. Stephenson during the negotiations which led to the signing of this agreement. And I would be remiss if I failed to recognize publicly the support of my colleagues in the Canada Employment and Immigration Commission. For the creativity, the dedication, and --often--the patience they demonstrated, I thank them.

As the memorandum of understanding pointed out, the two levels of government will co-operate in the planning, implementation, and evaluation of skills development programs in this province. Perhaps I could take a moment to expand on how this three-part objective will be met.

First ... planning. Under the agreement, an "annual training purchase plan" will be developed. The purpose of this plan is to ensure that all federally supported training programs conducted in Ontario are targeted on occupations of national importance or on occupations in immediate or projected demand within this province.

The development of the annual training purchase plan will take place in the context of an examination of all training programs conducted in this province--the National Industrial Training Program (including General Industrial Training and Critical Trades Skills Training), the National Institutional Training Program, Apprenticeship, Training in Business and Industry, and the Ontario Career Action Program, as well as technician and technologist programs.

(Of course, the close co-ordination between technician/technologist programs, on the one hand, and the federally supported college-based programs, on the other, has been facilitated by the re-allocation of the College Affairs Branch to the Skills Development Division from the Colleges and Universities Division).

Through the planning process, all programs will be co-ordinated to avoid

duplication or gaps and to ensure that training programs offered address the need for skilled workers.

As Dr. Stephenson has stated on several occasions, the match between programs offered by Ontario and the federal objectives has been exceedingly close. While some changes may be required under the agreement, such changes will be slight and will be brought about in an orderly and rational manner.

This planning mechanism will be supported by the Canadian Occupation Protection System, or COPS for short, to be established by the federal government. Drawing on data collected by the private and public sectors, COPS will identify occupations of national or regional importance.

Of course, the Ontario government will continue to rely on data provided by the Ontario Manpower Commission--at the provincial level--and by the Community Industrial Training Committees--at the community level. These data, in turn, will be input to the COPS system.

As you know, such timely and accurate data are essential to a responsive, flexible, and--above all--effective training system.

As to the planning process ... a joint federal-provincial committee will be established as a co-operative decision-making body. The joint committee will be assisted by standing sub-committees on training and on labour market needs, as well as by ad hoc committees examining matters of special importance.

Complementing the joint committee will be a Human Resources Advisory Committee, made up of representatives of employer groups, labour organizations, and special target groups to ensure that all available information flows between the private and public sectors.

I would suggest that the joint planning system is the keystone of the agreement under the National Training Act. The free exchange of information between the two levels of governments and the joint consideration of that information is absolutely vital to the continuing improvement of Ontario's federal-provincial training system.

As to the implementation--the second major point mentioned in the agreement. Again, the by-word is co-operation. Each level of government will do what it

does best. While the co-operative implementation process is less formal than the co-operative planning process, it is no less important. Federal and provincial officials will continue to work together with a shared purpose in a renewed spirit of co-operation.

I should point out under the rubric of "implementation", some of the major innovative components of the agreement.

One significant change is the removal of the 52-week limit on federal funding of college-based programs under the National Institutional Training Program.

This new provision will enable colleges to provide enriched training programs to prepare trainees for careers in advanced technology occupations. Under the agreement, trainees will not have to wait one year after leaving school to be considered for enrolment in a course under the National Institutional Training Program. In Ontario, a person over the age of 16 will be able to apply for federally supported college-based training programs.

A third--and critically important--innovation is the creation of the Skills Growth Fund. As many of you know, the lack of up-to-date equipment and facilities often mitigates against quality training. The Skills Growth Fund will provide for the expansion and modernization of facilities.

For specially designated occupations, the federal government will provide funds to purchase, erect, or convert training facilities, to cover much of the initial operating costs of courses operating in these facilities, and to develop necessary curriculum.

Request for monies from the Skills Growth Fund will be assessed by the federal-provincial Joint Committee.

Financial support from the Skills Growth Fund will supplement funds provided by the Board of Industrial Leadership and Development.

The skills growth fund and the other organizational changes I have mentioned will provide a greater degree of flexibility in the training system and will, I trust, lead to significant improvements to the quality of training implemented in this province.

Quality. The third major component of the agreement.

Both levels of government are making considerable investments in the skills development system in Ontario to supplement the investment made by employers and employees. The taxpaying public must be assured that those government funds are being well spent. Throughout the agreement are references to the "maximization of the return on the public investment" and to the "efficient and effective use of public funds."

Specifically, the agreement calls for the two levels of government to work co-operatively to develop a joint evaluation model and criteria to assess the effectiveness and efficiency of federally supported training programs offered in Ontario and in measuring the overall impact of these programs in addressing the need for skilled workers.

In addition, the two governments will exchange evaluation information about programs outside the scope of the federal-provincial agreement.

The evaluation of federally supported training programs offered in Ontario will enable the federal and provincial governments to assure themselves and, in turn, the public, that the jointly developed and jointly implemented programs are meeting their intended objectives--the enhancement of the skill levels of Ontario workers.

We must keep that purpose firmly ahead of us; we must recognize that the "continuous growth of the Canadian economy is dependent on the timely development of the skills and knowledge of the labour force" and that the "application of the National Training Program in Ontario can ... only be fully effective when there is the closest consultation and co-operation between the parties in the planning, implementing, and evaluation of training programs."

Fine words. Important words. But words, nonetheless. Converting the words into action will require the continued co-operation between the federal and provincial governments. It will be in the day-to-day work of federal and provincial staff that the promise of the agreement will become a reality.

Making the agreement work will also require the active participation of, among others, college officials. As one

who has had some small experience with colleges in a former position, I fully appreciate the demands placed on the senior officials and faculty of a college. Accommodating an existing system to the new structure defined by the National Training Program will require some effort. The agreement will require colleges--as well as the two levels of government--to reassess approaches, policies, and modus operandi.

However, the result will make the effort well worthwhile. It will lead to the continued development of a highly responsive, flexible, and efficient skills development system. Such a system will enable employers and employees to achieve their skills development goals. It will lead to enhanced productivity and to sustainable economic growth in a competitive global economy.

Synopsis of National Training Program

I

THE NATIONAL TRAINING ACT (NTA)

BASIC THRUSTS

Establishes a national program

Emphasizes federal-provincial co-operation/consultation

Requires training consistent with labour market needs for

- occupations of national importance

- occupations in demand

Provides capital funds for facilities and equipment

public institutions

non-profit organizations

OBJECTIVES

Provide for occupational training of the labour force to:

- meet immediate and projected needs of labour market

- increase earnings and employability of adults

Serve special needs groups

Stimulate training by employers

Enhance occupational mobility

II

SIGNIFICANT DIFFERENCES BETWEEN NTA AND ADULT OCCUPATIONAL TRAINING ACT

Targeted training for designated occupations

Agreements with employers groups and non-profit groups

Skills Growth Fund providing capital for facilities and equipment

Training periods greater than 52 weeks permitted

Waives one-year out-of-school rule

Greater emphasis on special needs groups

Provides for training outside Canada

III

THE NEW AGREEMENT

Major features

Joint decision-making consultative mechanisms

Joint annual plan

Co-operative training effort

Canadian Occupational Projection System

Provincial veto on capital funds for private sector

Term Sept. 1, 1982-March 31, 1985

Amendable by mutual consent

Appropriate publicity by both parties

Exchange of reports, statistics, and studies

Objectives

Emphasizes training in

- occupations of national importance
- occupational skills in immediate and projected demand in province

Retain workers threatened by technological change

Develop linkages between Basic Training for Skills Development and skills training and employment

Curricula and delivery of training consistent with:

- labour market needs
- performance objectives for occupation

Sensitive to needs of special groups of adults

Stimulate employers to train

Enhance mobility

IV THE-PROGRAM ELEMENTS

1. INSTITUTIONAL TRAINING

Purchases training from public and private sectors

Joint

Develop annual plan

Selection of trainees

Province

Provide courses

Develop and maintain curricula

Veto on private purchase

Dismiss trainees for reasonable cause

Federal

Pay the province 100 per cent of estimated costs through per diem prices

Pay for provincial administration

Refer adults for training

2. APPRENTICESHIP TRAINING

Purchases training in selected apprenticeable occupations

Joint

Designate occupations eligible for purchase

Province

Provide programs

Develop and maintain curricula

Co-operate with other provinces in developing training instruments

Federal

Set volumes for training (joint)

Purchase programs

Pay portion of administrative costs attributable to program purchase

3. INDUSTRIAL TRAINING, Consists of General Industrial Training and Critical Trades Skills Training

Develop new and improve existing programs

Alleviate skills shortages

Prevent layoffs caused by technological change

Improve access to employment opportunities

Integrate institutional and on-the-job training components

Enhance portability and mobility

Joint

Set priorities

Develop and plan

Province

Develop occupational training profiles

Maintain bank of training modules

Monitor training

Supply program assessment and
counselling for business and industry

Federal

Identify employers

Buy services from province

Pay wage subsidies

SKILLS GROWTH FUND

\$33 million in Canada for 1982-83

\$75 million in Canada for 1983-84

RESERVE FUND

Increment funding for high-level skills
training

\$15 million in Canada for 1982-83

ADMINISTRATIVE SERVICES

Settlement for last seven months of
1982-83

- certified 1980-81 administration and facilities costs for institutional training x 2 years' Consumer Price Index (CPI)

1983-84 and 1984-85

- certified 1980-81 administration and facilities costs used as the base
- adjusted by the percentage change in the CPI

Apprenticeship administration

- 4 per cent of activity

Per Diem Prices

Prices negotiated jointly each year

To closely reflect cost incurred by the province

Course prices to be categorized

Apprenticeship prices may be developed separately or may be the same as for similar general training

To be firm and final for the duration of the fiscal year

V
FINANCIAL ARRANGEMENTS

INSTITUTIONAL TRAINING

Annual allocation guarantee

- 1982-83 - \$135 million in Ontario
- 1983-84 - 95% of 82-83 + 5%
- 1984-85 - 90% of 83-84 + % to be negotiated

Province to be advised of budget by November 30 each year

INDUSTRIAL TRAINING

General Industrial Training

- \$27 million in Ontario for 1982-83

Critical Trades Skills Training

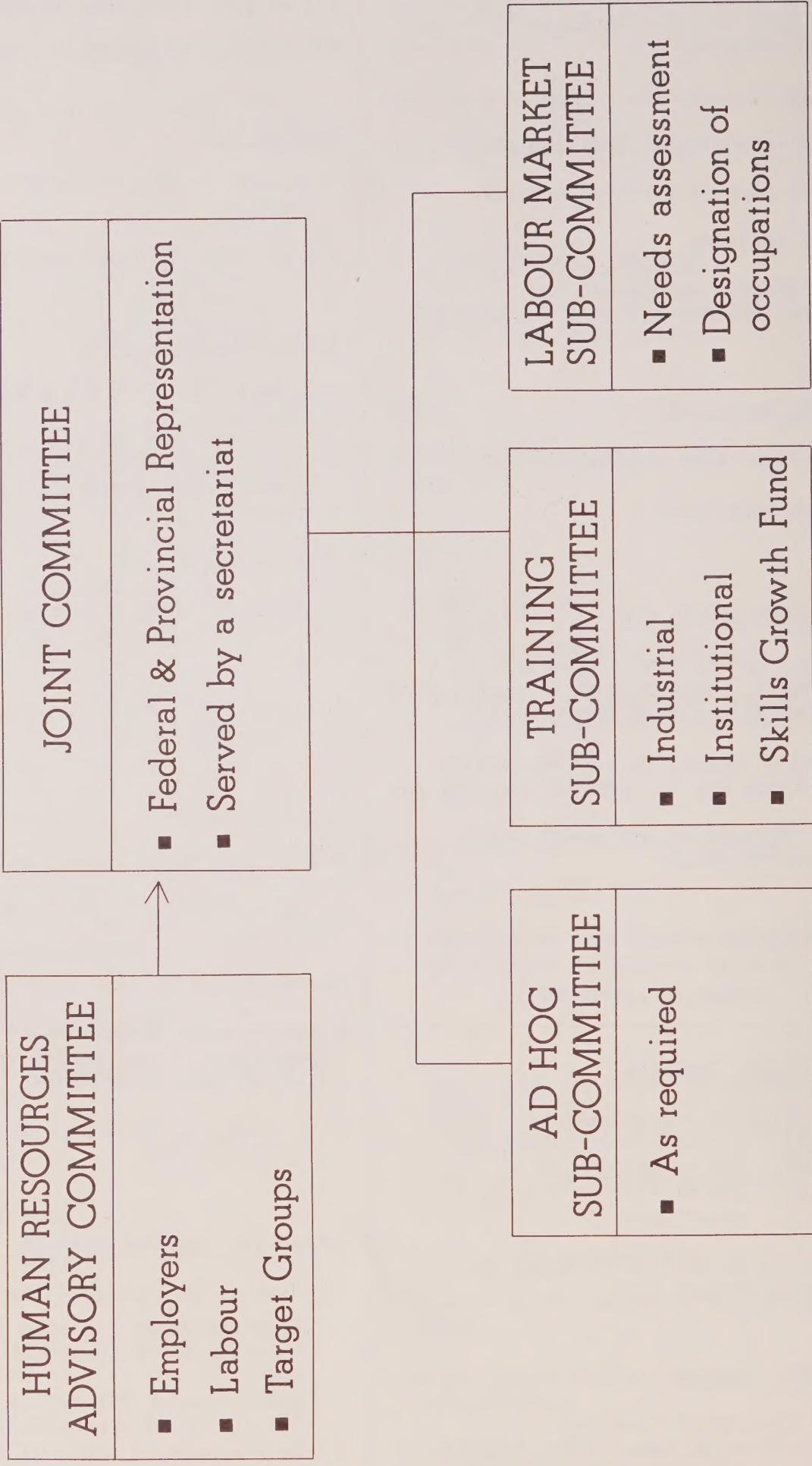
- \$36 million in Ontario for 1982-83

INDUSTRIAL TRAINING SERVICES

Services to be purchased from the province

- Development of training plans
- Attestation to soundness of training plans
- Monitoring of the delivery of training
- Assessment of special needs clients
- Maintenance of training module bank
- Other services as requested
- 4 per cent of industrial training budget

CONSULTATIVE MECHANISM



Annual Reports OCAP

The Ontario Career Action Program (OCAP) provided training opportunities for 10 217 young people during 1981-82, the Skills Development Division announced.

The trainees were placed with 4 615 employers--93 per cent in the private sector, four percent in government, and three percent in colleges. Sixty-four per cent of the trainees were female.

The Skills Development Division allocated \$16 800 000 to OCAP during 1981-82.

Seventy per cent of the young people found employment after completing OCAP, while five per cent returned to school. Another 22 per cent were still seeking employment at year's end, while three per cent were unemployed but not seeking employment.

OCAP provides training for young people between the ages of 16 and 24, to assist them to begin their career. They are placed with employers and receive \$100 a week from the Division. The OCAP training period lasts up to 16 weeks.

Japanese impressed by Ontario training system

Members of the Japanese Vocational Ability Development Association (JVADA) were the guests of the federal and provincial governments for a tour of skills training in Ontario, on September 3.

The 13 delegates began the tour by viewing the Ministry of Industry and Trade's film "Tour Ontario"--in Japanese. Kenneth E. Hunter, Assistant Deputy Minister, Skills Development Division, and Bill Fox, Director-General, Labour Market and Benefits Program, Canada Employment and Immigration Commission, outlined the role of the two levels of government in Ontario's skills development system.

At Sheridan College, delegates toured the new Skills Training Centre, recently opened by Premier Davis. Delegates also toured the electronics labs and the Telidon facilities of the college.

The delegates later toured Diemaster, a custom tool and die manufacturing facility. The tour was conducted by George

Yui, owner and president. The Japanese delegates noted the quality of the working environment and the degree of labour-management accord at Diemaster.

The day-long tour concluded at Ontario Place. Delegates viewed "North of Superior" at Cinesphere and were the guests of the Division for dinner.

The JVADA delegates were impressed by the quality of training conducted in Ontario --both in the colleges and in the workplace. Takuzo Ishida, Executive Director of the JVADA, was very gracious in his thanks to federal and provincial government officials. He said he hoped that exchanges of information between Canada and Japan will continue.

'Training needed to improve productivity': Minister

Following are excerpts from an address by the Honourable Bette Stephenson, M.D., Minister of Colleges and Universities, to a joint meeting of the Canadian Vocational Association and the Association of Canadian Community Colleges, on the inter-relationship between training and economic recovery.

I would suggest that high inflation rates, high unemployment rates, and high interest rates are merely symptoms of a more profound and ingrained economic malaise--lack of productivity.

I would suggest that the measure of our economic health is productivity--or lack of it. By productivity, I mean: An organization's ability to increase the value of the output obtained from its inputs.

Based on Real Domestic Product per worker-hour, Canada's productivity increased by about three per cent from 1977 to 1980. While this performance was slightly better than the United States', it fell far short of other economies. For instance, the productivity of the United Kingdom increased by just over four per cent; France's grew by more than 13 per cent; Japan's increased by 23 per cent.

Because those statistics are expressed in output per worker-hour, many feel that the answer is making the hourly paid employee work harder. Not so. Productivity improvement means working

smarter, not working harder. The ability of the hourly paid worker to improve productivity is circumscribed by the decisions of management. The hourly paid workers can not do their jobs well unless managers do their jobs with excellence.

A recent federal report states: "Canadian industry is a relatively inefficient user of both labour and capital; this might indicate that the root of the problem lies with the effectiveness with which the factors (labour and capital) are combined, which is clearly a management function."

Of course there are some outstanding examples of entrepreneurial talent in this country. In some industries, Canada holds a clear world-wide advantage--in such industries as telecommunications, specialized aircraft, and advanced technology railroad systems. However, not all corporations reach this standard of international excellence.

For instance, opportunities to achieve productivity improvements through product rationalization within the national market have largely been missed. Many corporations have failed to respond adequately and promptly to demographic and market changes. Other corporations have confused temporary aberrations and long-term structural changes in the economy--to their profound regret.

We all suffer because of these errors in judgement.

Some of the more enlightened companies have recognized the need to improve productivity and have seized on advanced technology as the cure-all. Many people attribute our lack of international competitiveness to our lack of advanced technology equipment. You hear them say: "Boy, if we just had the robots that the Japanese have, we'd show them!" Yet there is evidence that the competitive edge the Japanese enjoy is not due only to technology, but to management.

A recent article in the New York Times points out that: "Toyota's manufacturing cost advantage is not attributable to space-age technology. The Toyota advantage is a manufacturing system that is, in its constituent parts, neither visionary nor dependent upon sophisticated technology. The Kamigo engine plant, where 70 per cent of the company's engines are produced, is 15 years old. There is nothing magic in the man-

ufacturing system at Toyota. It boils down mostly to doing everything better and tighter."

My point is ... the success of the Japanese auto industry is not so much a function of highly sophisticated technology, but of highly sophisticated management. Productivity improvements do not mean hardware, they mean people. Skilled people.

As I mentioned earlier, improving productivity is a management responsibility. If the Canadian economy is to compete successfully in the global marketplace, the skills of its management must be improved.

Managers--from the first-line supervisor to the chief executive officer--must have the skills to motivate, to plan, to effect change. They must have specific knowledge about productivity--what it is (and is not), the factors which affect productivity, and how to improve it.

The good manager must draw on all resources within the enterprise--not just the resources of the management hierarchy. Often, it is the person on the production line, or the sales person, or the machinist who has the particular skills and knowledge that can lead to productivity improvement. The point is ... the graduates of the business schools (with all their skills) don't have a monopoly on good ideas.

The corporate enterprise should be a team, with each person having the opportunity to contribute to the collective goal. Ideally, there would be a continuum of opportunity leading from the assembly line to the board room. The only criterion for advancement should be excellence.

Improving the level of management skill is one issue; improving the level of technical skill is another. Clearly, one of the most serious impediments to sustained productivity improvement and economic growth is the lack of technical workers--journeymen, technicians, and technologists.

One of the reasons for the corporate reticence to commit funds to skills development is the method of accounting. Funds allocated to training are generally treated as an expense, on the assumption, I suppose, that the expenditure only benefits the current year. Wrong. Funds allocated to training benefit

future years as well and should be capitalized. Corporate executives will have to take a serious look at what the professionals call Human Resource Accounting.

Training must not be viewed as an expense, but as an investment. Asher Drory of Touche Ross and Partners defines an investment as "an outlay made to enhance future returns." There can be no doubt that the allocation of funds to skills development fits that definition. Corporations should develop a cost/benefit analysis model which would enable them to determine the actual value of the human asset and identify the Return on Investment of allocations to skills training.

Companies must view training as an investment and must recognize that a company that fails to invest in its human resource for its future ... has no future. The simple fact is: the lack of skilled workers will dampen, if not extinguish, any economic recovery. A failure to train condemns this economy to its present economic malaise.

Resources

New Technology in British Columbia

This report published by the Educational Research Institute of British Columbia (ERIBC) provides a broad overview of recent developments in the delivery of education through communication satellites, videodiscs, videotex, and microcomputers. The report provides a comprehensive understanding of these technologies and their potential application to education. The cost is \$10.00. Further information and copies of ERIBC's bi-monthly publication "Edge" may be obtained from:

ERIBC
400-515 West 10th Avenue
Vancouver, B.C.
V5Z 4A8
Tel # (604)873-3801

Linkage: Training Now For Tommorow

This brochure describes the Linkage I Program; it replaces two previous brochures--A New Route & The Linkage Project.

It will be of interest to both students considering participating in Linkage I and to teachers considering establishing Linkage I projects.

Linkage attempts to align secondary school and post-secondary school curriculum. Linkage I is concerned primarily with aligning secondary school and apprenticeship curriculum, while Linkage II, still in the pilot project phase, is concerned with aligning secondary school and college curriculum.

The brochure describes the nine Linkage I occupations--baker, construction millwright, cook, general machinist, hair-stylist, industrial millwright, motor vehicle mechanic, retail meat cutter, and major appliance servicing technician. All except the last is an apprentice occupation. The brochure attempts to answer many of the common questions asked by students and teachers about Linkage in a language suitable to Grade 10 students.

This Fact Sheet-sized brochure is available in English and French. It has been distributed to all secondary schools in the province.

■ Directory of Registered Private Vocational Schools

This publication lists Registered Private Vocational Schools and courses offered (secretarial, clerical work, book-keeping, computer sciences, radio announcing etc.) in each school. Information about length of training, cost, entrance requirements, and availability of government assistance is provided in this 12-page publication.

The Directory also includes an excerpt from the Registered Private Vocational Schools Act dealing with refund procedures.

The Directory is available in English only. It has been distributed to all secondary schools.

■ Apprenticeship and You

This publication is designed to provide comprehensive information about apprenticeship training.

It describes all regulated apprenticeship trades under four headings--motive power, service, construction, industrial. For each trade, the minimum entry requirements, length of training, and pay during training are outlined.

This year, Apprenticeship and You includes one introduction to employers and one to potential apprentices.

Each introduction answers commonly asked questions. The publication was developed with the assistance of staff of Skills Development Division Regional Offices and colleges of applied arts and technology.

The cover of Apprenticeship and You shows a photograph--taken in space--of the Canadian space arm aboard the space shuttle Columbia.

This 24-page publication is available in English and French; it has been distributed to all secondary schools.

For further information about these publications, please contact:

Skills Development Division
Ministry of Colleges and
Universities
Queen's Park
Mowat Block, 16th floor
Toronto, Ontario
M7A 1L2

Métiers

Métiers, la version en français du Skills, est disponible sur demande auprès de l'éditeur.

Lettres et articles seront très appréciés et doivent être envoyés au:

Le redacteur en chef
Skills/Métiers
Suite 1656, Mowat Block
900, rue Bay, Toronto
M7A 1L2

Story ideas and articles are most welcome, as are your comments about this newsletter.

If you know of anyone who you feel would enjoy reading Skills, please notify:

The Editor Skills/Métiers
Room 1656, Mowat Block
900 Bay Street, Toronto
M7A 1L2

Annual Reports TIBI II

More than 10 000 employees of 375 companies were trained in advanced technology during 1981-82 through the Training in Business and Industry II program, the Skills Development Division announced.

The total value of the 91 631 training days was \$14 322 480--made up of an employer/employee contribution of \$10 358 659 and a contribution of \$3 963 821 by the Board of the Industrial Leadership and Development (BILD). (See Skills, Vol. 2, No. 3, page 2)

Of the 10 178 trainees, 8 005 were men and 2 173 were women.

The Training in Business and Industry program in advanced technology, commonly called TIBI II, is designed to help employers and employees prepare for the implementation of advanced technology.

During 1981-82, training was offered in about 80 skill areas, including cryogenics, robotics, computer-aided design and computer-aided manufacture (CAD/CAM), and fibre optics.